



To All Members of the Education Cabinet Committee

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Ask for: Christine Singh

Your Ref:

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Date: 6 July 2012

Dear Member

**EDUCATION CABINET COMMITTEE - TUESDAY, 10 JULY 2012**

I am now able to enclose, for consideration at the next Education Cabinet Committee meeting due to be held on Tuesday, 10 July 2012, the following report that were unavailable when the agenda was printed.

<b>Agenda No</b>	<b>Item</b>
D4	<b><u>Ofsted Inspection Outcomes (to follow)</u></b> (Pages 1 - 6)

Yours sincerely

**Peter Sass**  
**Head of Democratic Services**

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By:	Mike Whiting – Cabinet Member - Education, Learning and Skills Patrick Leeson- Corporate Director- Education, Learning and Skills
To:	Education Committee – 10 July 2012
Subject	OFSTED Inspection Update
Classification:	Unrestricted

### Summary

This report provides the most recent summary of the 80 schools inspected since January 2012, under the new Ofsted inspection framework.

It also provides an account of the schools in an Ofsted category, either notice to improve or special measures.

A significant number of schools previously identified as being at risk of an inadequate judgement have since been judged by Ofsted to be satisfactory or good schools as a result of intervention from the LA School Improvement Service.

The report outlines a number of key indicators why schools fail and the barriers for Kent Challenge in securing more rapid improvement in some schools.

## 1. Introduction

1.1 Since January 2012, 80 schools have been inspected by Ofsted under the new inspection framework. There were 4 pupil referral units, 62 primary schools, 11 secondary schools and 3 special schools. The period covered is up to the beginning of July.

1.2 One school was judged to be outstanding, 37 schools were judged to be good and 30 schools were judged to be satisfactory. This is still too many schools doing no better than satisfactory and includes a small number of schools that declined from a previous good judgement. Twelve schools were judged to be inadequate, which is disappointing. A number of schools improved from satisfactory to good and are to be congratulated for their improvement, as is the school that achieved outstanding. A summary of all the schools' judgements is provided below.

<b>Kent Schools Ofsted Judgements 01/01/2012 to 02/07/2012</b>			
School Type	Overall Effectiveness Judgement	Number of schools	Percentage of schools inspected during period
Pupil Referral Unit	Good	2	50.0
	Satisfactory	1	25.0
	Inadequate	1	25.0
	<b>Total PRUs</b>	<b>4</b>	
Primary	Outstanding	1	1.6
	Good	27	43.5
	Satisfactory	24	38.7
	Inadequate	10	16.1
	<b>Total Primary Schools</b>	<b>62</b>	
Secondary	Good	7	63.6
	Satisfactory	3	27.3
	Inadequate	1	9.1
	<b>Total Secondary Schools</b>	<b>11</b>	
Special	Good	1	33.3
	Satisfactory	2	66.7
	<b>Total Special Schools</b>	<b>3</b>	
Total for all School Types	Outstanding	<b>1</b>	<b>1.3</b>
	Good	<b>37</b>	<b>46.3</b>
	Satisfactory	<b>30</b>	<b>37.5</b>
	Inadequate	<b>12</b>	<b>15.0</b>
	<b>Total - All Inspected Schools</b>	<b>80</b>	

1.3 There has been little movement in the overall numbers and percentages of schools that are judged outstanding, good, satisfactory and inadequate. There are currently more schools in a category of concern than previously and there has been a very slight increase in the number of good schools.

1.4 Each school, following an inadequate judgement, works to a Local Authority Statement of Action, or improvement plan, that is submitted to Ofsted for approval. This plan is monitored by HMI on subsequent visits to the school. The plan addresses priorities for improvement, allocation of resources, timelines for improvement and exit from category as well as measurable impact targets for monitoring purposes. The Local Authority works closely with all schools that are inadequate. The leadership of the school, including the Governing Body is held to account for progress against this plan every six weeks.

1.5 There are a number of schools that continue to be at risk of failing an Ofsted inspection. Rigorous action has been taken in many of the schools to reduce the legacy of

underperformance and to strengthen or replace new leadership but this requires time to show impact.

## **2. Current Progress with Inadequate Schools**

2.1 These schools are now out of category or have moved to sponsored academy status:

- Bellwood moved from SM to NTI.
- Oaktrees (SM) came out of category and is now judged satisfactory.
- Bellwood and Oaktrees are Hard Federated and transferred as a sponsored academy to AET on April 1<sup>st</sup>.
- Chantry (SM) is out of category and will become a sponsored academy with Meopham Academy on September 1<sup>st</sup>.
- Christ Church Junior (SM) is out of category and have just appointed a new Headteacher.
- Downsview (SM) is out of category with a judgement of Good.
- Pilgrims way (SM) is now a sponsored academy under St. Stephens Academy.
- York Road Junior (SM) became an academy with the Leigh Academy on April 1<sup>st</sup>.

2.2 Continuing in category under the old Inspection Framework Special Measures:

- Morehall (SM) is linked to St. Mary's and this work is led by an experienced headteacher. Expecting to be judged satisfactory no later than Spring 2013.
- Dartford Technical College (SM) has a new headteacher in place and is making good progress. They will be out of category around December 2012 depending on timing of HMI reviews.
- Walmer Science College (SM) is now judged satisfactory.
- Dover Road (SM) is making good progress and will be out no later than Spring 2013
- Richmond Primary (SM) will become an academy when a sponsor is confirmed.

2.3 Continuing in category under the old Framework NTI: (1)

- Holy Family. This school will be out of category by December 2012

2.4 Under the old inspection framework there are only **6** schools remaining in category. The LA has been very successful in reducing the number of category schools under the old framework.

## **3. Inadequate Schools Under the New Inspection Framework**

3.1 The introduction of the new Ofsted inspection framework in January 2012 has been more challenging for schools, with its higher expectations for teaching quality and

achievement, a stronger focus on literacy and the need for leadership to demonstrate progress and improvement since the last inspection.

### 3.2 Schools with a Notice to Improve from January 2012 : 4

Hanstreet Primary (Ashford)	Bapchild and Tonge Primary (Swale)
Victoria Road Primary (Ashford)	Meopham Secondary

### 3.3 Schools judged to require Special Measures from January 2012: 6

- Dame Janet Infants (Thanet)
- Rosherville Primary (Graveham)
- Sandown Primary (Dover)
- Temple Ewell Primary (Dover)
- Vale View Primary (Dover)
- Kingsmead Primary (Canterbury)

### 3.4 Commentary

- The LA appealed the inspection judgements for Hamstreet and Bapchild and Tonge schools. The appeals were not upheld. Both of these schools will be out of category very rapidly.
- Victoria Road School is making good progress and should be out of category within 9 months.
- Meopham secondary school will become an academy with Westlands by September 1<sup>st</sup>.
- Dame Janet Infants will be an academy with Kemnal Trust by September 1<sup>st</sup>
- Rosherville school has a strong new leader. Action had been taken by the LA but had not had sufficient time to impact.
- Sandown School has a very strong new Headteacher. The LA had ensured a change of leadership and again there was insufficient time for the new HT to impact.
- Temple Ewell School will be an academy with Kingsdown and Ringwould.
- Vale View School is Federated with Aylesham and has strong new leadership.
- Kingsmead school is closing on August 31<sup>st</sup>. The school is reopening as a new school with Diocesan Payne Smith school, also closing on August 31<sup>st</sup>, as St. John's Primary School on September 1<sup>st</sup>.

## 4. Reasons for inadequate and weak school performance

4.1 The major reasons that have been, and still remain, barriers to be overcome in raising standards further and faster in Kent include:

- Insufficient high quality leadership

- An unacceptable high percentage of satisfactory teaching
- Weak assessment practices and tracking of children's progress
- Recruitment and retention of high calibre staff in areas of high deprivation
- Weak Governance that does not challenge leadership and hold the school to account for the standards achieved

## **5. Kent Challenge: Strategy for School Improvement**

5.1 The Kent Challenge School Improvement programme has targeted 142 primary schools, 25 secondary schools and all Special Schools and PRUs that are currently satisfactory in Ofsted terms. All the schools have had an action plan and in the vast majority of these schools the Kent Challenge Lead Advisers hold 6 weekly progress meetings. The LA has supplied a great deal of financial and personnel support to bring about rapid improvement in a number of the weakest performing schools.

5.2 In a number of schools the LA has had to address leadership issues and significant percentages of often inadequate and barely satisfactory teaching. Ensuring that schools have rigorous and robust assessment procedures in place has also been critical.

5.3 The LA has also had to challenge a culture in some schools of low expectations of children and low aspirations.

## **6. Conclusion**

6.1 The new inspection framework launched in January 2012 has highlighted weaknesses in a number of Kent schools. The LA has worked closely with all schools who have experienced the new inspection framework and as a result key messages have been disseminated quickly and support given to all schools to ensure improvements are made to reflect the higher expectations for teaching and pupil progress in the new inspection process.

6.2 We are now seeing a more positive approach and improvements in a number of schools. There is still a legacy of underperformance in standards and of weak leadership in a significant number of schools. This is being addressed by the School Improvement team. There remains an historical lack of challenge from Governing Bodies, particularly towards leadership, which has the effect of slowing the pace of change when the Local Authority challenges performance. However, many Governing Bodies have responded well to the challenge and are now more effective in holding the professional leadership of schools to account for the progress of pupils.

## **7. Recommendations**

7.1 The Education Cabinet Committee is asked to note the report and the progress being achieved in working with schools to bring about more rapid improvement.

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